

# CERTIFIED EVALUATION PLAN

Monroe County Public Schools  
309 Emberton Street  
Tompkinsville, KY 42167

Superintendent  
Amy Thompson

Evaluation Contact  
Kathy Taylor

Approved by the Monroe County Board of Education  
Last updated 2022

## Certified Employee Evaluation Plan Table of Contents

Certified Evaluation Plan Assurances	Page 3
50/50 Committee and Appeals Committee	Page 4
District Evaluation Plan Roles and Definitions	Page 5
<b>Certified Evaluation Plan Overview</b>	<b>Page 7</b>
Danielson Framework for Teachers and Other Professionals	Page 7
Assignment of Primary Evaluator	Page 9
Professional Growth Planning	Page 9
Timelines	Page 10
Observation Model & Timelines	Page 11
Observation Conferencing	Page 12
Timeline for Tenured Employees (Teacher and OP)	Page 13
Timeline for Non-Tenured Employees (Teacher and OP)	Page 14
<b>Principal/Administrator Evaluation Plan Overview</b>	<b>Page 15</b>
Principal Performance Measures	Page 15
Professional Growth Planning	Page 15
Site Visits and Conferencing	Page 16
Combined PPGES Timeline	Page 17
Summative Evaluation Rating	Page 17
<b>Teacher and Other Professionals Evaluation System Documents</b>	<b>Page 19</b>
Pre-Observation Document	Page 19
Teacher Formative Observation Document	Page 20
Teacher Summative Evaluation Form	Page 22
Therapeutic Specialist Observation Document	Page 23
School Psychologist Observation Document	Page 25
Librarian Observation Document	Page 27
Instructional Specialist Observation Document	Page 29
Guidance Counselor Observation Document	Page 31
OP Employee Summative Evaluation Form	Page 33
Post-Observation Document	Page 34
<b>Principal/Assistant Principal/Administrator Evaluation System Documents</b>	<b>Page 35</b>
Formative Site Visit/Work Place Visit Form	Page 36
Summative Evaluation Form	Page 43
<b>Certified Employee Growth Plan</b>	<b>Page 44</b>
<b>Employee Disciplinary Notice Form</b>	<b>Page 46</b>
<b>Employee Corrective Action Plan Form</b>	<b>Page 48</b>
<b>Certified Employee Appeals Process</b>	<b>Page 50</b>



## Evaluation Plan (50/50) Committee

In order to develop and implement an evaluation system for Monroe County Public Schools, a committee comprised of an equal number of teachers and administrative personnel was established. This committee will be referred to throughout this document as the 50/50 Committee. This report, including the evaluation system and instruments, was developed by their efforts and subsequently reviewed and approved.

The district shall designate a contact person responsible for monitoring evaluation training and implementing the district evaluation plan.

### 2020-2021 50/50 Committee

<b>Name:</b>	<b>Title:</b>	<b>Name:</b>	<b>Title:</b>
Jeff Blythe	Administrator	Lindsey Birge	Teacher
Jon Clemmons	Administrator	Crystal Buchanan	Teacher
Melissa Emberton	Administrator	Chelsey Murphy	Teacher
Heather Gerald	Administrator	Jaime Pare	Teacher
Jessica McPherson	Administrator	Rhonda Tracy	Teacher
Kathy Taylor	Administrator	Jada York	Teacher

### 2020-2021 Appeals Committee

Kevin Cloyd, Board Appointed Administrator  
Christie Biggerstaff, Administrator Alternative  
Angie Ford, Teacher  
Joseph Eaton, Teacher  
Shelly Buck, Teacher Alternative

# District Evaluation Plan

The vision for the District Evaluation Plan is to have every student taught by an effective teacher and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

## Roles and Definitions

1. **Administrator:** Means an employee for which administrative certification is required by the Educational Professional Standards Board pursuant to 16 KAR 3:050.
2. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
3. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
4. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
5. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
6. **Comparability:** A goal that contains a uniform expectation for student achievement and is consistently aligned with standards.
7. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
8. **Corrective Action Plan:** A plan developed by the evaluator and evaluatee as a result of an unsatisfactory standard rating(s) on the summative evaluation or unsatisfactory performance at any time during the school year.
9. **Danielson Framework for Teaching:** The document indicating the domain, components, and descriptors for which certified personnel will be evaluated.
10. **Documentation:** Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
11. **Evaluatee:** District/School personnel that are being evaluated.
12. **Evaluator (Primary):** Administrator/director who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
13. **Evidence:** Documents or demonstrations that indicate proof of a particular descriptor.
14. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
15. **Full/Formal Observation:** An observation consisting of one full instructional period, (i.e., bell to bell)
16. **IMPACT Survey:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.
17. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
  - a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
  - b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
18. **Job Category:** A group or class of certified school personnel positions with closely related functions.
19. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b) Observer Certification
20. **Mini Observation:** An observation that does not have to be scheduled in advance with the evaluatee and will last approximately 20-30 minutes.
21. **Observation:** Documentation and feedback on a teacher's professional practices and observable behaviors.
22. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
23. **Performance Levels:** General descriptors that indicate the principal's performance. Principals can be rated Ineffective, Developing, Accomplished, or Exemplary on this scale.
24. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance.
25. **Performance Rubrics:** A behavioral summary scale that describes acceptable performance levels for each of the performance standards.

26. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
27. **Professional Growth:** Increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise and other characteristics.
28. **Professional Growth Plan:** An individualized plan (including goals) that is focused on improving professional practice and leadership skills aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect students' needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator.
29. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
30. **Professional Standards for Educational Leaders (PSEL):** Guiding standards that provide for a defined set of common purposes and expectations that guide effective leadership. Those standards include: Mission, Vision, and Core Values; Ethics and Professional Norms; Equity and Cultural Responsiveness; Curriculum, Instruction and Assessment; Community of Care and Support of Students; Professional Capacity of School Personnel; Professional Community for Teachers and Staff; Meaningful Engagement of Families and Community; Operations and Management; School Improvement.
31. **Ratings:** Teachers will be assigned the rating of Ineffective, Developing, Accomplished or Exemplary based on the Danielson Framework for Teaching and other established criteria.
32. **Rigor:** Congruency to the Kentucky Core Academic Standards.
33. **Scheduled Observation:** An observation that has been planned and scheduled by the primary evaluator and evaluatee.
34. **Site Visit:** Methods by which superintendents may gain insight into whether principals are meeting the performance standards.
35. **SMART Goal Criteria:** Acronym/criteria for developing student growth goals (Specific, Measurable, Attainable, Relevant, Time-bound)
36. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
37. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
38. **Surveys:** Tools used to provide information to principals about perception of job performance.
39. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
40. **Unscheduled Observation:** An observation that has not been previously scheduled with the evaluatee.
41. **Working Day:** A day is defined as any day in which school is in session for instruction.
42. **Workplace Visit:** A visit to the evaluatee's work place assignment by which an evaluator may gain insight into whether the evaluatee is meeting the performance standards.

## Certified Evaluation Plan Overview

The Danielson Framework for Teaching is designed to support student achievement and the professional practice of classroom teachers. All teachers will be evaluated using the four domains from this framework and the results will be reported on district-approved forms. See page 11 for detailed information about teacher evaluation process.

A summative evaluation will be held at the end of the evaluation cycle for all certified personnel. See page 12 for detailed information about the summative process.

Other Professionals (OP) will be part of this evaluation system using the OP specific district-approved forms. See page 11 for detailed information about OP evaluation process.

## Danielson Framework for Teachers and Other Professionals

### Framework for Teaching

Planning and Preparation  
Classroom Environment  
Instruction  
Professional Responsibilities

### Frameworks for Other Professionals

Planning and Preparation  
Environment  
Delivery of Service  
Professional Responsibilities

The Frameworks also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four domains of the framework. Performance is rated for each component according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain. The timelines outlined throughout the Certified Evaluation Plan document may be adjusted as necessary for extenuating circumstances.

The use of professional judgment based on multiple sources of evidence promotes a holistic and comprehensive analysis of practice, rather than over reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance such as: school-specific priorities that may drive practice in one domain, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

Sources of evidence might include, but are not limited to, the following:

- Classroom observation feedback
- Student Growth/Achievement
- Self-assessment
- Reflection
- Assessment data
- Surveys
- Program Review evidence
- Team-developed curriculum units
- Lesson plans
- Communication logs
- Timely, targeted feedback from any observations, including walk-throughs
- Student data records (student data point, student mobility, attendance, discipline, grades)
- Student work
- Student pre, post, formative and/or summative course evaluations

- Teacher reflections and/or self-reflections
- Teacher interviews
- Teacher committee or team contributions
- Parent engagement surveys
- Records of student and/or teacher attendance
- Video lessons
- Progress monitoring data
- Membership in professional organizations
- Site Visit / Workplace Visit

In addition to the sources of evidence listed above, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.

## **Components of the Danielson Framework for Teaching**

### **Measure 1: Planning**

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

### **Measure 2: Environment**

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

### **Measure 3: Instruction**

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

### **Measure 4: Professionalism**

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

All measures will be considered in determining the employee's summative rating. Measures 1 and 4 will be measured through artifacts, conferencing, and/or observations. Measures 2 and 3 will be measured through observation and conferencing.



## Assignment of Primary Evaluator

The immediate supervisor will designate the primary evaluator for each certified staff member assigned to his/her location by September 1 of each year and report it on the Primary Evaluator Assignment Form to the district certified evaluation plan contact. Late hires, after September 1, will have an evaluator assigned within the first 30 days of employment.

### Required:

- Observations may begin 30 calendar days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.
- District will adhere to the KTIP-approved guidelines when completing evaluations.

## Professional Growth Planning

The Professional Growth Plan (PGP) will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the primary evaluator, teachers will identify explicit goals, which will drive the focus of professional growth activities, support, and on-going reflection. The Professional Growth Plan will align with the school/district improvement plans.

Reflective practices and professional growth planning are repetitious processes. The teacher:

- (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus;
- (2) collaborates with his or her primary evaluator to develop a professional growth plan and action steps;
- (3) implements the plan;
- (4) regularly reflects on the progress and impact of the plan on his or her professional practice;
- (5) modifies the plan as appropriate;
- (6) continues implementation and ongoing reflection;
- (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

### Required:

- All teachers and other professionals will participate in professional growth planning each year according to the schedule below. Teachers are encouraged to continuously self-reflect on their professional practice throughout the school year. See Tables 1, 2, and 3 for professional growth planning timelines.
- Multiple sources of data shall be used to develop the Professional Growth Plan and can be used throughout this entire process. Teachers with Accomplished or Exemplary overall summative evaluation cycle rating shall complete a self-directed growth plan. However, any individual domain that is rated as Ineffective on a summative evaluation shall be addressed in the PGP. See page 61 for the Professional Growth Form.
- For teachers with an overall summative evaluation cycle rating of Developing or Ineffective the growth plan shall be done in consultation with the primary evaluator.
- Employees who do not fulfill their contractual obligations for completing professional development shall be placed on a corrective action plan. The primary evaluator may waive this requirement in the event of extenuating circumstances.

**Table 1: Timeline for PGP for Tenured Teachers and OP Employees**

Month	Activity
August	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment for each school year.
September-October	Collaborates with his/her primary evaluator, develops professional growth plan and action steps by October 31.
November-March	Implementation/Reflection on progress and impact of the plan on his/her professional practice. Modifies plan as appropriate. Continued implementation and ongoing reflection.
March-April 15	An annual review will be completed on the Professional Growth Plan. A summative reflection on the degree of goal attainment and implications for next steps shall be noted.
April 15	Primary evaluator recommends re-employment/termination to superintendent. Annual review of PGP must be completed for all tenured teachers recommended for termination.

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

**Table 2: Timeline for PGP for Non-Tenured Teacher and OP Employees**

Month	Activity
August	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment for each school year.
September-October	Collaborates with his/her primary evaluator after completion of mini-observation to develop growth plan and action steps by October 31.
November-January	Implementation/Reflection on progress and impact of the plan on his/her professional practice. PGP is modified after second mini-observation is completed.
January-March	Continued implementation and ongoing reflection
March-April 15	Professional Growth Plan shall be reviewed. Summative reflection on the degree of goal attainment and implications for next step will be point of discussion at meeting with primary evaluator.
April 15	Primary evaluator completes the summative evaluation and recommends re-employment/termination to superintendent

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

**Table 3: Timeline for Late Hires (tenured and non-tenured)**

Evaluation Plan Orientation	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment for each school year.
Teachers hired after the first day of instruction	Complete PGP within 30 days of their hire date.

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

## Observation Model for Teachers and OP Employees

The observation process is one source of evidence to determine educator effectiveness that includes supervisor observation for each certified teacher and other professional. The supervisor observation provides documentation and feedback to measure the effectiveness of professional practice. The supervisor observation will be used to complete the summative evaluation process. See page 35 for teacher/OP formative and summative observation documents.

Observers will conduct two mini-observations of approximately 20-30 minutes each. Because these are shorter sessions, the observer will make note of the components observed in order to identify “look fors” in the next mini-observation session. The final observation is a full formal observation consisting of one full instructional period.

Mini-observations do not have to be announced/scheduled, however, the observer must be visible and the teacher must be aware that an observation is occurring.

For employees under the KTIP program, the observation model will follow the required KTIP process.

### Observation Timeline (tenured and non-tenured)\*

#### Required:

#### Non-tenured

- Non-tenured employees will have a minimum of 3 observations conducted by the primary evaluator (2 mini and 1 formal). The final observation is conducted by the primary evaluator and is a full/formal observation. Each year is considered a summative evaluation cycle for non-tenured employees.
- All observations must be documented on district-approved forms. Evidence supporting the employee performance rating should be listed in the plus, delta, and/or comment section of the observation form.

#### Tenured

- Tenured teachers will receive one full/formal observation by the supervisor and two mini-observations over the three-year summative cycle. The primary evaluator shall complete one mini-observation in the first year, one mini-observation the second year, and a full/formal being the final observation completed during the final year of the cycle.
- OP employees will follow a three-year cycle with a minimum of 3 primary evaluator observations. Years 1 and 2 will consist of a mini-observation by the primary evaluator and Year 3 will consist of a full/formal.
- All observations must be documented on district-approved forms. Evidence supporting the employee performance rating should be listed in the plus, delta, and/or comment section of the observation form.

**Table 4: Observation Schedule for Tenured Employees \***

Year One	Year Two	Year Three
Mini-observation by primary evaluator by April 15	Mini-observation by primary evaluator by April 15	Full/formal observation by primary evaluator by April 15

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

**Table 5: Observation Schedule for Non-Tenured Employees\***

Every Year
Mini-observation by primary evaluator by October 31
Mini-observation by primary evaluator by January 15
Full/formal observation by primary evaluator by April 15

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

## Observation Timeline for Late Hires (tenured and non-tenured)\*

Teachers hired during the first semester of instruction will complete all components of the observation schedule. Teachers hired during the third quarter of instruction will receive one-mini and one full/formal observation from the primary evaluator. Teachers hired during the fourth quarter of instruction will receive one-mini observation by the primary evaluator.

**\*Additional observation(s) may be conducted if deemed necessary by the primary evaluator. If the overall rating for a full/formal observation result yields an ineffective rating for any domain, a corrective action plan shall be developed and additional observation(s) shall be required. The frequency and type of additional observation(s) will be left to the discretion of the primary evaluator and the district evaluation point of contact.**

## Observation Conferencing

### Required

Observers will adhere to the following observation conferencing requirements:

- **Full/Formal** – The full/formal observation will be scheduled at least 2 working days prior to the observation and the teacher notified of the pending observation. An **electronic** pre-conference communication shall take place at least one working day prior to the observation. A **person-to-person, post-observation conference** will be conducted within 5 working days after the full/formal observation. All data will be entered onto the district-approved form. If the post-observation conference is not held within the 5 working days, another full/formal observation must be scheduled.
- **Summative** –
  - The summative evaluation conference shall be held at the end of the evaluation cycle. During the summative conference, observation results from all mini and full/formal observations and other evidence in the cycle will be reviewed so that an overall performance rating for all measures (Planning, Environment, Instruction, and Professionalism) can be determined. The summative rating/overall performance based category is then determined based on the four measure ratings.
  - The summative evaluation form will be completed by April 15 of the summative evaluation year. The summative evaluation form will include an overall rating for each domain as well as an overall performance rating for the evaluation cycle.
  - The summative evaluation form shall be signed by both evaluator and evaluatee. The summative evaluation form shall be included in the district teacher personnel file by June 15 of each year. The evaluatee will also be provided a copy of the summative evaluation form. The evaluatee also has the opportunity to submit a written statement in response to the summative rating and that response will be included in the office personnel record.

Decision Rules for ALL Certified Educator’s Rating - IF:	THEN:
Measure 2: Environment <b>AND</b> Measure 3: Instruction are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Measure 2: Environment <b>OR</b> Measure 3: Instruction are rated INEFFECTIVE	Summative Rating shall be DEVELOPING or INEFFECTIVE
Measure 1: Planning <b>OR</b> Measure 4: Professionalism are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING, and two Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING, and two Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and two Measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

For employees under the KTIP program, observation and conference data will be reported on the Warren County Schools approved form in addition to the appropriate KTIP form.

### Observer Certification

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training provided by KDE and 6 hours of EILA approved evaluation update training annually prior to conducting observations for the purpose of evaluation. Administrators who are evaluating first year teachers must also complete the current KTIP requirements (if KTIP is funded).

To ensure consistency of observations, evaluators must also be trained yearly through administrator professional development.

To find additional evidence to support standards that might not be available by classroom observation, the following will be used as needed and documented on the formative and summative forms as needed.

1. Teacher Interview
2. Student Survey
3. Communication Logs with parents and others
4. PLC Minutes
5. Webpage Review
6. Professional Development Log
7. Report cards/progress reports
8. Lesson/Unit plan'
9. Parent teacher conference notes and log
10. Review of Infinite Campus, grading, assignments, etc
11. Any other document or process that is mutually agreed upon by evaluator and evaluatee.

**Table 6: Timeline for Tenured Employees**

Year One	Year Two	Year Three
Orientation for employees no later than the end of the first 30 calendar days of reporting for employment.	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment.	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment.
Assignment of Primary Evaluator (9/1)	Assignment of Primary Evaluator (9/1)	Assignment of Primary Evaluator (9/1)
Professional Growth Plan (10/31)	Professional Growth Plan (10/31)	Professional Growth Plan (10/31)
Implementation/Reflection on progress and impact of the plan on his/her professional practice. Modifies plan as appropriate. Continued implementation and ongoing reflection. (Nov-April 15)	Implementation/Reflection on progress and impact of the plan on his/her professional practice. Modifies plan as appropriate. Continued implementation and ongoing reflection. (Nov-April 15)	Implementation/Reflection on progress and impact of the plan on his/her professional practice. Modifies plan as appropriate. Continued implementation and ongoing reflection. (Nov-April 15)
An annual review will be completed on the Professional Growth Plan. A summative reflection on the degree of goal attainment and implications for next steps shall be noted. (April 15)	An annual review will be completed on the Professional Growth Plan. A summative reflection on the degree of goal attainment and implications for next steps shall be noted. (April 15)	An annual review will be completed on the Professional Growth Plan. A summative reflection on the degree of goal attainment and implications for next steps shall be noted. (April 15)
One mini—Primary evaluator (4/15)	One mini-Primary evaluator (4/15)	One formal/full observation by primary evaluator (4/15)
Primary evaluator recommends reemployment/termination to Superintendent (4/15)	Primary evaluator recommends reemployment/termination to Superintendent (4/15)	Summative Evaluation completed. (4/15)
		Primary evaluator recommends reemployment/termination to Superintendent (4/15)
		Summative Evaluation Form submitted to Personnel Office (6/15)

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Observations may begin 30 days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.

See page 35 for teacher/OP formative and summative observation documents.

**Table 7: Timeline for Non-Tenured Employees**

<b>Every Year</b>
Orientation for employees no later than the end of the first 30 calendar days of reporting for employment.
Assignment of Primary Evaluator (9/1)
Professional Growth Plan (10/31)
Two mini observations by primary evaluator (10/31 and 1/15)
Implementation/Reflection on progress and impact of the plan on his/her professional practice. PGP is modified after second mini-observation is completed. (Nov-April 15)
Professional Growth Plan shall be reviewed. Summative reflection on the degree of goal attainment and implications for next step will be point of discussion at meeting with primary evaluator. (April 15)
One full/formal observation by primary evaluator (4/15)
Assignment of an overall summative rating (4/15)
Primary evaluator recommends reemployment/termination to Superintendent (4/15)
Summative Evaluation Report submitted to Personnel Office (6/15)

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Observations may begin 30 days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.

See page 20 for teacher/OP formative and summative observation documents.

# Principal/District Administrators Evaluation Plan Overview

(Principal, Assistant Principal, District Administrators)

The vision for the Principals/District Administrators' Evaluation Plan (PEP) is to have every school led by an effective administrator. The goal is to create a fair and equitable system to measure leader effectiveness and act as a catalyst for professional growth.

## Principal/District Administrators Performance Measures

The Professional Standards for Educational Leaders are designed to support student achievement and professional best-practice through the measures of Mission, Vision, and Core Values; Ethics and Professional Norms; Equity and Cultural Responsiveness; Curriculum, Instruction, and Assessment; Community of Care and Support of Students; Professional Capacity of School Personnel; Professional Community for Teachers and Staff; Meaningful Engagement of Families and Community; Operations and Management; and School Improvement. Included in the Performance Measures are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each measure. The Performance Measures provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting an administrators' professional practice will be situated within the four performance measures of the Kentucky Framework for Personnel Evaluation: Planning (Mission, Vision, and Core Values; Operations and Management; School Improvement), Environment (Equity and Cultural Responsiveness; Professional Community for Teachers and Staff), Instruction (Curriculum, Instruction, and Assessment; Community of Care and Support for Students; Professional Capacity of School Personnel), and Professionalism (Ethics and Professional Norms; Meaningful Engagement of Families and Community). Performance will be rated for each measure according to the four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). It is projected that most administrators will maintain an Accomplished rating, but will occasionally have exemplary performance on measures at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each measure.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how principals respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance. These factors may include school-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

Evaluators must use the following categories of evidence in determining overall ratings:

### Required Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Site-Visits

### Other

Evaluators may use the following categories of evidence in determining overall ratings:

- IMPACT Survey
- Other Measures of Student Learning
- Products of Practice
- Other Sources

## Professional Growth Planning

**Completed by Administrators** The Professional Growth Plan (PGP) will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. A Principal/Assistant Principal/District Administrator Professional Growth Plan may be directed or self-directed.

### **Directed Growth Plan**

Goal(s) are determined by the evaluator and shall focus on an area of professional practice.

### **Self-Directed Growth Plan**

Goal(s) are set by the employee, with input from the primary evaluator.

### **Required**

- All principals, assistant principals, and district administrators will participate in self-reflection and professional growth planning each year. Professional growth plans will include professional growth goals (see page 61). Late hires must have their PGP submitted within 30 days of hire.
- Employees who do not fulfill their contractual obligations for completing professional development or EILA hours shall be placed on a corrective action plan.

## **Site-Visits**

### **Completed by Primary Evaluator of Principal/District Administrator**

Site visits are a method by which the primary evaluator may gain insight into the administrator's practice in relation to the standards. During a site visit, the primary evaluator will discuss various aspects of the job with the administrator, and will use the administrator's responses to determine issues to further explore with the faculty and staff. Additionally, the principal may explain the successes and trials the school community has experienced in relation to improvement.

### **Required**

- Site visits will be conducted at least twice each year with the results reported on the district-approved forms (see page 52).
- An administrators' hired after the start of the school year will be required to complete both site visits. Both could be conducted during the second semester if the hire date prohibited the Superintendent or designee from completing the first site visit during the first semester.
- Principals will evaluate Assistant Principals using the district-approved form (see page 36). The Superintendent will evaluate District Administrators using the district-approved form (see page 36).

## **Principal/District Administrators Site Visit Conferencing**

At least 3 conferences will take place between Primary Evaluator and Evaluatee throughout the year.

1. Beginning of the Year Collaborative Conference (Conducted by September 30.)
  - Purpose of the Meeting
  - Discuss reflections of data
  - Discuss reflections of the Principal Standards for Educational Leaders (PSEL)
  - Discuss and come to agreement on the Professional Growth Plan
  - Questions/Concerns/Comments
  - Set tentative date for first site visit
  - All documentation completed on district approved forms and a copy provided to the evaluatee
2. 1<sup>st</sup> Site Visit Post-Conference (To be completed within 30 calendar days of first site visit.)
  - Purpose of Meeting
  - Discuss first observation/site visit and provide feedback
  - Discuss documentation of each standard-determine if any other documentation is needed
  - Questions/Concerns/Comments
  - Set tentative date for second site visit
  - All documentation completed on district approved forms and a copy provided to the evaluatee
3. 2<sup>nd</sup> Site Visit Post-Conference (To be completed within 30 calendar days of the second site visit.)
  - Purpose of Meeting
  - Discuss second observation/site visit and provide feedback
  - Review connections to Principal Standards for Educational Leadership (PSEL)
  - Share progress toward Professional Growth Plan
  - Discuss progress of each standard-determine if any other documentation is needed
  - Questions/Concerns/Comments
  - Overall Performance Category determined and Summative Evaluation completed (see page 52). A copy shall be provided to the evaluatee



**Table 8: COMBINED PRINCIPAL/ASSISTANT PRINCIPAL/DISTRICT ADMINISTRATORS TIMELINE**

Completed by July 31	Superintendent assigns Primary Evaluator for each Principal
Completed by August 15	Primary Evaluator reviews expectations of PEP
Completed by September 30 (All documentation completed and Primary Evaluator approval given through district approved form.)	Conference with Principal to develop their Professional Growth Plan Goal(s), connections to Principal Standards for Educational Leaders (PSEL), and discuss site visit as well as modify any strategies.
August to November (All documentation completed and Primary Evaluator approval given through district approved form.)	Primary Evaluator Conducts a 1 <sup>st</sup> Site Visit / Work Place Visit
(Post site visit / work place visit conferences conducted within 30 calendar days)	1 <sup>st</sup> Site Visit / Work Place Visit post-conference with Principal to review Professional Growth Plan Goal(s), connections to Principal Standards for Educational Leaders (PSEL), and discuss site visit as well as modify any strategies.
Completed by March 30 (All documentation completed and Primary Evaluator approval given through district approved form.)	Primary Evaluator completes 2nd Site Visit / Work Place Visit
(Post site visit / work place visit conferences conducted within 30 calendar days)	2 <sup>nd</sup> Site Visit / Work Place Visit post-conference with Principal to review their Professional Growth Plan Goal(s), connections to Principal Standards for Educational Leaders (PSEL), and discuss site visit as well as modify any strategies. Summative Evaluation completed on district approved form.
Completed by June 15	Paperwork filed with Personnel Office.

Additional Conferences may be held as deemed necessary to monitor PGP process.

All dates are tentative based on the adjustment of the school calendar. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Principals shall adhere to the same evaluation timeline for Assistant Principals/Deans.

The Superintendent shall adhere to the same evaluation timeline for District Administrators

## Summative Evaluation Rating

(Principals, Assistant Principals, District Administrators)

- The summative evaluation conference shall be held at the end of the evaluation cycle. During the summative conference, observation results from site/workplace visits and other evidence in the cycle will be reviewed so that an overall summative rating for all administrator performance measures can be determined. (See Table: Decision Rules for ALL Principal/Administrators Rating) The four performance measures of the Kentucky Framework for Personnel Evaluation are: Planning (Mission, Vision, and Core Values; Operations and Management; School Improvement), Environment (Equity and Cultural Responsiveness; Professional Community for Teachers and Staff), Instruction (Curriculum, Instruction, and Assessment; Community of Care and Support for Students; Professional Capacity of School Personnel), and Professionalism (Ethics and Professional Norms; Meaningful Engagement of Families and Community) .
- The summative evaluation form (see page 45) will be completed by June 15 of each year. The summative evaluation form will include an overall rating for each standard as well as an overall performance rating for the evaluation cycle.
- The summative evaluation form shall be signed by both evaluator and evaluatee. The summative evaluation form shall be included in the district personnel file by June 15 of each year. The evaluatee will also be provided a copy of the summative evaluation form, and will be given the opportunity for the evaluatee to submit a written statement in response that will be included in their personnel file.

Decision Rules for ALL Principal Evaluation Rating - IF:	THEN:
Measure 2 (Environment: Equity and Cultural Responsiveness; <b>AND</b> Professional Community for Teachers and Staff) <b>AND</b> Measure 3 (Curriculum, Instruction and Assessment; <b>AND</b> Community of Care and Support for Students; <b>AND</b> Professional Capacity of School Personnel) are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Measure 2 (Environment: Equity and Cultural Responsiveness; <b>OR</b> Professional Community for Teachers and Staff) <b>AND</b> Measure 3 (Curriculum, Instruction and Assessment; <b>OR</b> Community of Care and Support for Students; <b>OR</b> Professional Capacity of School Personnel) are rated INEFFECTIVE	Summative Rating shall be DEVELOPING or INEFFECTIVE
Measure 1 (Planning: Mission, Vision and Core Values; Operations and Management; School Improvement) <b>OR</b> Measure 4 (Professionalism: Ethics and Professional Norms; Meaningful Engagement of Families and Community) are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING, and two Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING, and two Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and two Measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

#### Required for Superintendent/Designee

- The Superintendent/designee will determine the overall performance rating for each Principal and District Administrators. The Superintendent/designee will adhere to the PEP Timeline.

#### Required for Principals

- The Principal will determine the overall performance rating for each Assistant Principal.. The Principal will adhere to the PEP Timeline.

# Monroe County School District

## Pre-Observation Document

Employee Name	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	
Date of Planned Observation	

## Pre-Conference (Planning Conference)

Questions for Discussion:	Notes:
What is your identified student learning target(s)?	
To which part of your curriculum does this lesson relate?	
How does this learning fit in the sequence of learning for this class?	
Briefly describe the students in this class, including those with special needs.	
How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or in a large group? Provide any materials the students will be using.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning target(s)?	
Is there anything that you like me to specifically observe during the lesson?	

# Monroe County School District

## Teacher Formative Observation Document

Employee Name	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	

Indicate the overall rating for each domain. Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
<b>Performance Measure 1 Planning and Preparation</b>				
1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments				
Positives:				
Areas of Growth:				
Comments:				

	I	D	A	E
<b>Performance Measure 2 Classroom Environment</b>				
2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space				
Positives:				
Areas of Growth:				
Comments:				

	I	D	A	E
<b>Performance Measure 3 Instruction</b>				
3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness				
Positives:				
Areas of Growth:				
Comments:				

	I	D	A	E
<b>Performance Measure 4 Professional Responsibilities</b>				
4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in the Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism				
Positives:				
Areas of Growth:				
Comments:				

Additional Comments:

<b>Professional Growth Plan Review</b>
<b>Summary Evaluator Comments</b>
<b>Summary Evaluatee Comments</b>

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Primary Evaluator's Signature

\_\_\_\_\_  
Date

# Monroe County School District

## Teacher Employee Summative Evaluation Form

Employee Name	
School	
Grade Level/Subject(s)	
Primary Evaluator	
Date of Observation(s)	
Date Of Summative Conference	

Indicate the level of employee proficiency for each standard and the overall summative rating. Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
<b>Performance Measure 1 Planning and Preparation</b>				
<b>Performance Measure 2 Classroom Environment</b>				
<b>Performance Measure 3 Instruction</b>				
<b>Performance Measure 4 Professional Responsibilities</b>				
<b>Summative Rating:</b>				
<b>Professional Growth Plan Review</b>				
<b>Evaluator Comments</b>				
<b>Evaluatee Comments</b>				

Evaluatee (please check appropriate line): \_\_\_\_\_ I agree with this summative evaluation  
 \_\_\_\_\_ I disagree with this summative evaluation

Evaluator (please check appropriate line): \_\_\_\_\_ Employee meets measure for reemployment  
 \_\_\_\_\_ Employee does not meet measure for reemployment

**The evaluation is not the sole factor taken into consideration in determining continued employment.**

\_\_\_\_\_  
 Evaluatee Signature                      Date                      Primary Evaluator's Signature                      Date

# Monroe County School District

## Therapeutic Specialist Formative Observation Document

Employee Name	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	

Indicate the overall rating for each domain. Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
<b>Performance Measure 1 Planning and Preparation</b>				
1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license 1B - Establishing goals for the therapy program appropriate to the setting and the students served 1C - Demonstrating knowledge of District state and federal regulations and guidelines 1D - Demonstrating knowledge of resources both within and beyond the school and district 1E - Planning the therapy program integrated with the regular school program to meet the needs of individual students 1F - Developing a plan to evaluate the therapy program				
Positives:				
Negatives:				
Comments:				

	I	D	A	E
<b>Performance Measure 2 Environment</b>				
2A - Establishing rapport with students 2B - Organizing time effectively 2C - Establishing and maintaining clear procedures for referrals 2D - Establishing standards of conduct in the treatment center 2E - Organizing physical space for testing of students and providing therapy				
Positives:				
Negatives:				
Comments:				

	I	D	A	E
<b>Performance Measure 3 Delivery of Service</b>				
3A - Responding to referrals and evaluating student needs 3B - Developing and implementing treatment plans to maximize student s success 3C - Communicating with families 3D - Collecting information; writing reports 3E - Demonstrating flexibility and responsiveness				
Positives:				
Negatives:				
Comments:				

	I	D	A	E
<b>Performance Measure 4 Professional Responsibilities</b>				
4A - Reflecting on practice 4B - Collaborating with teachers and administrators 4C - Maintaining an effective data management system 4D - Participating in a professional community 4E - Engaging in professional development 4F - Showing professionalism including integrity advocacy and maintaining confidentiality				
Positives:				
Negatives:				
Comments:				

Additional Comments:

<b>Professional Growth Plan Review</b>
<b>Summary Evaluator Comments</b>
<b>Summary Evaluatee Comments</b>

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Primary Evaluator's Signature

\_\_\_\_\_  
Date



# Monroe County School District

## School Psychologist Formative Observation Document for Full/Formal and Mini Observations:

Employee Name	
Employee ID#	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	
PD Days Completed	

Indicate the overall rating for each domain. Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
<b>Performance Measure 1 Planning and Preparation</b>				
1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students 1B - Demonstrating knowledge of child and adolescent development and psychopathology 1C - Establishing goals for the psychology program appropriate to the setting and the students served 1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district 1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention 1F - Developing a plan to evaluate the psychology program				
Plus:				
Delta:				
Comments:				

	I	D	A	E
<b>Performance Measure 2 Environment</b>				
2A - Establishing rapport with students 2B - Establishing a culture for positive mental health throughout the school 2C - Establishing and maintaining clear procedures for referrals 2D - Establishing standards of conduct in the testing center 2E - Organizing physical space for testing the students and storage of materials				
Plus:				
Delta:				
Comments:				

	I	D	A	E
<b>Performance Measure 3 Delivery of Service</b>				
3A - Responding to referrals consulting with teachers and administrators 3B - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines 3C - Chairing evaluation team 3D - Planning interventions to maximize student's likelihood of success 3E - Maintaining contact with physicians and community mental health service providers 3F - Demonstrating flexibility and responsiveness				
Plus:				
Delta:				
Comments:				

	I	D	A	E
<b>Performance Measure 4 Professional Responsibilities</b>				
4A - Reflecting on practice 4B - Communicating with families 4C - Maintaining accurate records 4D - Participating in a professional community 4E - Engaging in professional development 4F - Showing professionalism				
Plus:				
Delta:				
Comments:				

Additional Comments:

<b>Professional Growth Plan Review</b>
<b>Summary Evaluator Comments</b>
<b>Summary Evaluatee Comments</b>

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Primary Evaluator's Signature

\_\_\_\_\_  
Date

# Monroe County School District

## Librarian Formative Observation Document

Employee Name	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	

Indicate the overall rating for each domain. Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
<b>Performance Measure 1 Planning and Preparation</b>				
1A - Demonstrating Knowledge of Content Curriculum and Process 1B - Demonstrating Knowledge of Students 1C - Supporting Instructional Goals 1D - Demonstrating Knowledge and Use of Resources 1E - Demonstrating a Knowledge of Literature and Lifelong Learning 1F - Collaborating in the Design of Instructional Experiences				
Positives:				
Negatives:				
Comments:				

	I	D	A	E
<b>Performance Measure 2 Environment</b>				
2A- Creating an environment of respect and rapport 2B - Establishing a Culture for Learning 2C - Managing Library Procedures 2D - Managing student behavior 2E - Organizing physical space				
Positives:				
Negatives:				
Comments:				

	I	D	A	E
<b>Performance Measure 3 Delivery of Service</b>				
3A - Communicating Clearly and Accurately 3B - Using Questioning and Research Techniques 3C - Engaging Students in Learning 3D - Assessment in Instruction (whole class, one-on-one and small group) 3E - Demonstrating Flexibility and Responsiveness				
Positives:				
Negatives:				
Comments:				

	I	D	A	E
<b>Performance Measure 4 Professional Responsibilities</b>				
4A - Reflecting on Practice 4B - Maintaining Accurate Records 4C - Communicating with School Staff and Community 4D - Participating in a Professional Community 4E - Growing and Developing Professionally 4F - Collection Development and Maintenance 4G - Managing the Library Budget 4H - Managing Personnel 4I - Professional ethics				
Positives:				
Negatives:				
Comments:				

Additional Comments:

<b>Professional Growth Plan Review</b>
<b>Summary Evaluator Comments</b>
<b>Summary Evaluatee Comments</b>

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Primary Evaluator's Signature

\_\_\_\_\_  
Date

# Monroe County School District

## Instructional Specialist Formative Observation Document for Full/Formal and Mini Observations:

Employee Name	
Employee ID#	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	
PD Days Completed	

Indicate the overall rating for each domain. Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
<b>Performance Measure 1 Planning and Preparation</b>				
1A - Demonstrating knowledge of current trends in specialty area and professional development 1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program 1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served 1D - Demonstrating knowledge of resources both within and beyond the school and district 1E - Planning the instructional support program integrated with the overall school program 1F - Developing a plan to evaluate the instructional support program				
Positives:				
Negatives:				
Comments:				

	I	D	A	E
<b>Performance Measure 2 Environment</b>				
2A - Creating an environment of trust and respect 2B - Establishing a culture for ongoing instructional improvement 2C - Establishing clear procedures for teachers to gain access to the instructional support 2D - Establishing and maintaining norms of behavior for professional interactions 2E - Organizing physical space for workshops or training				
Positives:				
Negatives:				
Comments:				

	I	D	A	E
<b>Performance Measure 3 Delivery of Service</b>				
3A - Collaborating with teachers in the design of instructional units and lessons 3B - Engaging teachers in learning new instructional skills 3C - Sharing expertise with staff 3D - Locating resources for teachers to support instructional improvement 3E - Demonstrating flexibility and responsiveness				
Positives:				
Negatives:				
Comments:				

	I	D	A	E
<b>Performance 4 Professional Responsibilities</b>				
4A - Reflecting on practice 4B - Preparing and submitting budgets and reports 4C - Coordinating work with other instructional specialists 4D - Participating in a professional community 4E - Engaging in professional development 4F - Showing professionalism including integrity and confidentiality				
Plus:				
Delta:				
Comments:				

Additional Comments:

<b>Professional Growth Plan Review</b>
<b>Summary Evaluator Comments</b>
<b>Summary Evaluatee Comments</b>

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Primary Evaluator's Signature

\_\_\_\_\_  
Date

# Monroe County School District

## Guidance Counselor Formative Observation Document

Employee Name	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	

Indicate the overall rating for each domain. Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
<b>Performance Measure 1 Planning and Preparation</b>				
1A - Demonstrating knowledge of counseling theory and techniques 1B - Demonstrating knowledge of child and adolescent development 1C - Establishing goals for the counseling program appropriate to the setting and the students served 1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district 1E - Plan in the counseling program integrated with the regular school program 1F - Developing a plan to evaluate the counseling program				
Positives:				
Negatives:				
Comments:				

	I	D	A	E
<b>Performance Measure 2 Environment</b>				
2A - Creating an environment of respect and rapport 2B - Establishing a culture for productive communication 2C - Managing routines and procedures 2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school 2E - Organizing physical space				
Positives:				
Negatives:				
Comments:				

	I	D	A	E
<b>Performance Measure 3 Delivery of Service</b>				
3A - Assessing student needs 3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs 3C - Using counseling text makes an individual and classroom programs 3D - Brokering resources to meet needs 3E - Demonstrating flexibility and responsiveness				
Positives:				
Negatives:				
Comments:				

	I	D	A	E
<b>Performance Measure 4 Professional Responsibilities</b>				
4A - Reflecting on practice 4B - Maintaining records and submitting them in a timely fashion 4C - Communicating with families 4D - Participating in a professional community 4E - Engaging in professional development 4F - Showing professionalism				
Plus:				
Delta:				
Comments:				

Additional Comments:

<b>Professional Growth Plan Review</b>
<b>Summary Evaluator Comments</b>
<b>Summary Evaluatee Comments</b>

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Primary Evaluator's Signature

\_\_\_\_\_  
Date



# Monroe County School District

## Other Professionals (OP) Employee Summative Evaluation Form

Employee Name	
School	
Grade Level/Subject(s)	
Primary Evaluator	
Date of Observation(s)	
Date Of Summative Conference	

Indicate the level of employee proficiency for each standard and the overall summative rating. Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
<b>Performance Measure 1 Planning and Preparation</b>				
<b>Performance Measure 2 Environment</b>				
<b>Performance Measure 3 Delivery of Service</b>				
<b>Performance Measure 4 Professional Responsibilities</b>				
<b>Summative Rating</b>				
<b>Professional Growth Plan Review</b>				
<b>Evaluator Comments</b>				
<b>Evaluatee Comments</b>				

Evaluatee (please check appropriate line): \_\_\_\_\_ I agree with this summative evaluation  
\_\_\_\_\_ I disagree with this summative evaluation

Evaluator (please check appropriate line): \_\_\_\_\_ Employee meets measure for reemployment  
\_\_\_\_\_ Employee does not meet measure for reemployment

The evaluation is not the sole factor taken into consideration in determining continued employment.

\_\_\_\_\_  
Evaluatee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Primary Evaluator's Signature

\_\_\_\_\_  
Date

# Monroe County School District

## Post-Observation Document (Optional)

Employee Name	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	

**For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflection:**

<p>In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?</p>	
<p>In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?</p>	
<p>To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?</p>	
<p>Did you depart from your plan? If so, how and why?</p>	
<p>If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?</p>	
<p>What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?</p>	

# Administrator

(Principal/Assistant Principal/District Administrators)

# Evaluation Plan Documents

**Principals and primary evaluators may contact the District Evaluation Plan Point of Contact for access to electronic versions of selected PEP documents.**

# Monroe County Schools

## Formative Site Visit / Work Place Visit Form

### Principal/District Administrators Evaluation Plan

Employee Name	
School	
Duty Assignment	
Primary Evaluator/Observer	
Date of Observation	
Date Of Conference	
EILA Hours Completed	

Circle the observed level of performance for each standard. Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

#### Summary of Formative Evaluation/Observation/Visit:

Measure	Observer Rating				Comments
<p><b>Measure 1: Planning</b></p> <p><b>Mission, Vision, and Core Values</b> Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</p> <p><b>Operations and Management</b> Effective educational leaders manage school operations and resources to promote each student's academic and well-being.</p> <p><b>School Improvement</b> Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.</p>	I	D	A	E	
<p><b>Measure 2: Environment</b></p> <p><b>Equity and Cultural Responsiveness</b> Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.</p> <p><b>Professional Community for Teachers and Staff</b> Effective Educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.</p>	I	D	A	E	

<p><b>Measure 3: Instruction Curriculum, Instruction, and Assessment</b> Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.</p> <p><b>Community of Care and Support for Students</b> Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.</p> <p><b>Professional Capacity of School Personnel</b> Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.</p>	I	D	A	E	
<p><b>Measure 4: Professionalism Ethics and Professional Norms</b> Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.</p> <p><b>Meaningful Engagement of Families and Community</b> Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.</p>	I	D	A	E	

\_\_\_\_\_  
Evaluatee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Primary Evaluator’s Signature

\_\_\_\_\_  
Date

**Standard Specific Information from Formative Evaluation/Observation/Visit:**

**Performance Standard 1. Mission, Vision, and Core Values**

*Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.*

**Sample Performance Indicators: Examples may include, but are not limited to:**

**Effective Leaders:**

- a. Develop an educational mission for the school to promote the academic success and well-being of each student.
- b. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c. Articulate, advocate and cultivate core values that define the school’s culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; continuous improvement.
- d. Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e. Review the school’s mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g. Model and pursue the school’s mission, vision, and core values in all aspects of leadership.

**Evidence requested by the evaluator or provided by the administrator: Indicate contributor with an (E) or (P).**

**Evaluator’s Feedback:**

**Performance Standard 2: Ethics and Professional Norms**

*Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.*

**Sample Performance Indicators: Examples may include, but are not limited to:**

**Effective Leaders :**

- a. Act ethically and professionally in personal conduct, relationships, with others, decision-making, stewardship of the schools’ resources, and all aspects of school leadership.
- b. Act accordingly to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c. Place children at the center of education and accept responsibility for each student’s academic success and well-being.
- d. Safeguard and promote the values of democracy, individual freedom, and responsibility, equity, social justice, community, and diversity.
- e. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students’ and staff members’ backgrounds and cultures.
- f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

**Evidence requested by the evaluator or provided by the administrator: Indicate contributor with an (E) or (P).**

**Evaluator’s Feedback:**

**Performance Standard 3: Equity and Cultural Responsiveness**

*Effective educational leaders strive for equity or educational opportunity and culturally responsive practices to promote each student's academic success and well-being.*

**Sample Performance Indicators: Examples may include, but are not limited to:**

**Effective Leaders:**

- a. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g. Act with cultural competence and responsiveness in their interactions, decision making and practice.
- h. Address matters of equity and cultural responsiveness in all aspects of leadership.

**Evidence requested by the evaluator or provided by the administrator: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

**Performance Standard 4: Curriculum, Instruction, and Assessment**

*Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.*

**Sample Performance Indicators: Examples may include, but are not limited to:**

**Effective Leaders:**

- a. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e. Promote the effective use of technology in the service of teaching and learning.
- f. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

**Evidence requested by the evaluator or provided by the administrator: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

**Performance Standard 5: Community of Care and Support for Students**

*Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.*

**Sample Performance Indicators: Examples may include, but are not limited to:**

**Effective Leaders:**

- a. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- b. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d. Promote adult-student, student-peer, and school community relationships that value and support academic learning and positive social and emotional development.
- e. Cultivate and reinforce student engagement in school and positive student conduct.
- f. Infuse the school's learning environment with the cultures and languages of the school's community.

**Evidence requested by the evaluator or provided by the administrator: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

**Performance Standard 6: Professional Capacity of School Personnel**

*Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.*

**Sample Performance Indicators: Examples may include, but are not limited to:**

**Effective Leaders:**

- a. Recruit, hire, support, develop and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c. Develop teachers' and staff members' professional knowledge, skills and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

**Evidence requested by the evaluator or provided by the administrator: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**



**Performance Standard 7: Professional Community for Teachers and Staff**

*Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.*

**Sample Performance Indicators: Examples may include, but are not limited to:**

**Effective Leaders:**

- a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individuals and organizational learning and improvement.
- d. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e. Develop and support open, productive, caring and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h. Encourage faculty-initiated improvement of programs and practices.

**Evidence requested by the evaluator or provided by the administrator: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

**Performance Standard 8: Meaningful Engagement of Families and Community**

*Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.*

**Sample Performance Indicators: Examples may include, but are not limited to:**

**Effective Leaders:**

- a. Are approachable, accessible, and welcoming to families and members of the community.
- b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e. Create means for the school community to partner with families to support student learning in and out of school.
- f. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g. Develop and provide the school as a resource for families and the community.
- h. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i. Advocate publically for the needs and priorities of students, families, and the community.
- j. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

**Evidence requested by the evaluator or provided by the administrator: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

**Performance Standard 9: Operations and Management**

*Effective educational leaders manage school operations and resources to promote each student's academic success & well-being.*

**Sample Performance Indicators: Examples may include, but are not limited to:**

**Effective Leaders:**

- a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d. Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- e. Protect teachers' and other staff members' work and learning from disruption.
- f. Employ technology to improve the quality and efficiency of operations and management.
- g. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h. Know, comply with, and help the school community understand local, state, and federal laws, rights, and policies, and regulations so as to promote student success.
- i. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j. Develop and manage productive relationships with the central office and school board.
- k. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

**Evidence requested by the evaluator or provided by the administrator: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

**Performance Standard 10: School Improvement**

*Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.*

**Sample Performance Indicators: Examples may include, but are not limited to:**

**Effective Leaders:**

- a. Seek to make school more effective for each student, teachers and staff, families, and the community.
- b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c. Prepare the school and community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluations.
- h. Adopt a systems perspective and promote coherence among improvements efforts and all aspects of school organization, programs, and services.
- i. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

**Evidence requested by the evaluator or provided by the administrator: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

# Monroe County School District

## Summative Evaluation Form (Principal/District Administrator Evaluation Plan)

Employee Name	
School	
Duty Assignment	
Primary Evaluator/Observer	
Date of Observation(s)	
Date Of Summative Conference	
EILA Hours Completed	

Indicate the level of employee proficiency for each standard and the overall summative rating. Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
<b>Measure 1: Planning:</b> Mission, Vision, Core Values; Operations/Management; School Improvement				
<b>Measure 2: Environment:</b> Equity and Cultural Responsiveness; Professional Community for Teachers and Staff				
<b>Measure 3: Instruction:</b> Curriculum, Instruction, Assessment; Community of Care and Support for Students; Professional Capacity of School Personnel				
<b>Measure 4: Professionalism:</b> Ethics and Professional Norms; Meaningful Engagement of Families/Community				
<b>Summative Rating:</b>				
<b>Professional Growth Plan Review</b>				
<b>Evaluator Comments</b>				
<b>Evaluatee Comments</b>				

Evaluator (please check appropriate line): \_\_\_\_\_ Employee meets measure for reemployment  
 \_\_\_\_\_ Employee does not meet measure for reemployment

The evaluation is not the sole factor taken into consideration in determining continued employment.

Evaluator (please check appropriate line): \_\_\_\_\_ Employee Professional Development and EILA Credits are Up to Date  
 \_\_\_\_\_ Employee Professional Development and EILA Credits are NOT Up to Date

Evaluatee (please check appropriate line): \_\_\_\_\_ I agree with this summative evaluation  
 \_\_\_\_\_ I disagree with this summative evaluation

\_\_\_\_\_  
Evaluatee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Primary Evaluator's Signature

\_\_\_\_\_  
Date

# Certified Employee

# Professional Growth Plan Form

**Principals and primary evaluators may contact the District Evaluation Plan Point of Contact for access to electronic versions of selected evaluation plan documents.**

# Monroe County School District

School Year: \_\_\_\_\_  
*Certified (Teacher/OP/Principal/District Administrator) Professional Growth Plan*

Employee Name: \_\_\_\_\_ School Name: \_\_\_\_\_

Job Title: \_\_\_\_\_ Supervisor's Name: \_\_\_\_\_

<b>Danielson Framework/Performance Measure:</b>  <b>Environment:</b>
--

<b>Goal (s):</b>
------------------

Activity (may include PD)	Date/Timeline	Training Impact / Evidence

<b>Employee Reflection:</b>
-----------------------------

\_\_\_\_\_  
 Evaluatee Signature                      Date                      Primary Evaluator's Signature                      Date

**The employee and the supervisor shall sign this document to indicate that it has been reviewed and discussed. Keep one for your file. An additional copy should be submitted to your Supervisor.**

# Employee Disciplinary Notice Form

**Principals and primary evaluators may contact the District Evaluation Plan Point of Contact for access to electronic versions of selected evaluation plan documents.**

**EMPLOYEE DISCIPLINARY NOTICE FORM**

\_\_\_\_\_  
Employee's Name

\_\_\_\_\_  
Job Title/Position

\_\_\_\_\_  
Department/School

\_\_\_\_\_  
Date of Infraction

\_\_\_\_\_  
Date & Time of Notice to Employee

**NATURE OF INFRACTION**

**(Check/Complete as Applicable)**

**Comments**

- \_\_\_\_ Attendance
- \_\_\_\_ Safety
- \_\_\_\_ Department/School Rules
- \_\_\_\_ Conduct
- \_\_\_\_ Work Performance
- \_\_\_\_ Other (specify)
- =====
- \_\_\_\_ Violation of Personnel Policies for Certified
- Section Number(s)

Large empty rectangular box for handwritten comments.

**DISCIPLINE OR CORRECTIVE ACTION TAKEN / RECOMMENDED**

**RECORD SECTION**

Has employee been warned before about this offense? Yes\_\_\_\_ No\_\_\_\_  
If yes, how and when? Oral \_\_\_\_ Written \_\_\_\_ Date(s) \_\_\_\_\_

\_\_\_\_\_  
Signature of Administrator/Principal

\_\_\_\_\_  
Signature of Supervisor/Witness

**Signature of Employee Acknowledging Receipt of Notice**

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Acknowledged by Personnel Director

\_\_\_\_\_  
Date

**Distribution:**  
Personnel/HR Office, Employee, and Principal/Supervisor

# Employee Corrective Action Plan Form

**Principals and primary evaluators may contact the District Evaluation Plan Point of Contact for access to electronic versions of selected evaluation plan documents.**



## MONROE COUNTY SCHOOLS INDIVIDUAL CORRECTIVE ACTION PLAN

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title: \_\_\_\_\_

Work Site: \_\_\_\_\_

Measure No.	Growth Objective/Goals (Describe desired outcomes)	Procedures & Activities for Achieving Goals & Objectives (Including support personnel)	Target Dates

(Attach more pages if necessary)

EVALUATEE'S COMMENTS:

INDIVIDUAL CORRECTIVE ACTION PLAN DEVELOPED:

\_\_\_\_\_  
Evaluatee's Signature                      Date

\_\_\_\_\_  
Evaluator's Signature                      Date

STATUS:                       ACHIEVED                       REVISED                       CONTINUED

\_\_\_\_\_  
Evaluatee's Signature                      Date

\_\_\_\_\_  
Evaluator's Signature                      Date

PROGRESS REVIEW MEETINGS:

Date	Comments	Initials

(Attach more pages if necessary)

# Certified Employee

# Evaluation Appeals Process

**Principals and primary evaluators may contact the District Evaluation Plan Point of Contact for access to electronic versions of selected evaluation plan documents.  
([https://sites.google.com/a/warren.kyschools.us/pges\\_forms/](https://sites.google.com/a/warren.kyschools.us/pges_forms/))**

# Appeals Process

## POLICY STATEMENT ON LOCAL APPEALS PANEL

AS REQUIRED BY KRS 156.557(9) and 704 KAR 3:370(17)

### INTRODUCTION

The State Legislature amended KRS 156.101 (11) to read as follows:

The local board of education shall establish an evaluation appeals panel for certified personnel, which shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who feel that they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation.

### LENGTH OF TERM

The length of term for Appeals Panel members shall be one year except for 1986-87. The beginning date shall be July 1 and the ending date shall be June 30 except for the 1986-87 school year when the term will be thirteen months beginning June 1, 1986 and ending June 30, 1987. If an appeal is pending at the end of a panels term, said appeal shall be completed by that panel.

### ELECTION OF APPEALS PANEL MEMBERS

The election of two members of the Appeals Panel by certified staff shall be accomplished by using the following process:

1. By April 15, 1987 and each year thereafter, the Superintendent shall appoint two certified people to serve as election officers to conduct the process.
2. By the first day of May, the election officers, using a nomination form, shall seek nominations of persons whose names will be placed on a ballot unless the nominee(s), when contacted, indicate(s) otherwise.
3. Ballots shall be prepared by the election officers and distributed to each certified staff member. Elections shall be by secret ballot. Elections shall be completed and ballots counted by the election officers on or before June 1 of each year. The two persons receiving the highest number of votes respectively shall serve on the panel. The two persons receiving the next highest number of votes respectively shall serve as alternates. The election officers shall certify the results to the Superintendent.
4. Appeals Panel members shall agree on one member of the panel to serve as chairperson.

### APPOINTMENT OF CERTIFIED STAFF MEMBERS TO APPEALS PANEL

Upon the recommendation of the Superintendent, the Board shall appoint one appeals panel member at the regular June Board meeting.

### PROCEDURES FOR APPEAL AND TIMELINES

If an employee feels that his/her summative evaluation is in error, said employee shall have 15 working days from date of receipt of summative evaluation to file a written appeal with the Appeals Panel showing why the evaluation was in error. As part of the written appeal, the employee or evaluatee shall be required to sign a prepared form which states that he/she understands that all records pertinent to the evaluation may be presented by the evaluator to the panel. It also

states whether or not they desire a hearing on the appeal and their right to the presence of a chosen representative. All copies of records provided to the Appeals Panel by the evaluator shall be provided to the evaluatee as well.

The evaluator shall be furnished a copy of the evaluatee's appeal and shall have 10 calendar days to file a response to the appeal with the Appeals Panel.

The Evaluation Appeals Panel is limited by statute to reviewing evaluations questioned by a certified employee.

The panel shall present their findings within 30 calendar days after the appeal is officially filed with them to the Superintendent. The findings of the panel are advisory in nature.

The panel's review shall determine whether or not the evaluation has a factual basis. This means that if facts exist on which the evaluator could reasonably base his/her decision, then the Appeals Panel cannot find the conclusion in error merely because they would prefer a different result. The evaluatee or appealing employee would have the burden of proof and shall be required to submit proof to the panel that would compel the panel to find that the evaluation was not factually based. Mere claims would not be sufficient; the evaluator/appealing employee must submit compelling proof that the evaluation is not factually based.

The Appeals Panel, in addition to reviewing written appeals and responses to said appeals, may request oral information from both parties as well as further written interrogatories if the situation warrants such.

When hearings warrant additional information being presented, the Appeals Panel shall extend the timeline by providing notification to all parties in writing.

The Superintendent shall have 45 calendar days from the receipt of the written findings of Appeals Panel to review the matter and take final action.

A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

PERSONNEL

03.18 AP .21

Certified Personnel  
Evaluation Appeal Form

INSTRUCTIONS

This form is to be used by certified employees who wish to appeal their current summative evaluation. If you feel that you were not fairly evaluated, you may submit an appeal to the Advisory Appeal Panel by completing this form and returning it to the Chairman of the panel within fifteen (15) working days of the receipt of your summative evaluation.

Date of your summative evaluation: \_\_\_\_\_

Date Appeal received by Panel: \_\_\_\_\_

Employee's Name: \_\_\_\_\_ Employee ID Number: \_\_\_\_\_

Home Address \_\_\_\_\_

Title \_\_\_\_\_ Building \_\_\_\_\_ Grade or Department \_\_\_\_\_

What specifically do you object to or why do you feel you were not fairly evaluated?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of evaluator: \_\_\_\_\_

Upon filing this appeal, I understand that I have a right to a hearing before the Appeal Panel. I understand that by filing this appeal I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I will appear before the Panel if requested.

Please check one: I desire a hearing before the Appeals Panel

I do not desire a hearing before the Appeal Panel

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date